

# *Being a* Writer™

SECOND EDITION

The *Being a Writer* program combines a writing process approach with guided instruction to ensure students learn and practice the craft and conventions of writing. Every lesson operates in the context of a caring classroom community, crucial to motivating and inspiring students to grow as writers, thinkers, and principled people. The program is built on the assumption that academic and social learning flourish when they are integrated naturally, rather than pursued separately.

The following scope and sequence provides a detailed outline of the program's development of writing skills and genres across grade levels. It also includes calendars that chart the structure and focus of each unit, week, and day.

# Teaching the Program

## How the Grade 1 Program Is Organized

### UNITS

In the *Being a Writer* program at grade 1, there are eight units, designed to be taught in order. The units vary in length from one to six weeks. Each week has four days of instruction.

### OVERVIEW OF INSTRUCTION

The *Being a Writer* program comprises 28 weeks of instruction, which allows time for you to:

- Extend or finish units that take longer than expected
- Provide free writing time so students can practice what they have learned
- Confer with students in a way that is more general than is suggested in the units
- Teach Writing About Reading, Writing Throughout the Week, and/or Extension activities
- Teach writing content not introduced in the *Being a Writer* program

As you plan the instruction for the year, you might want to build in additional time for these activities.

Sample Calendar for Grade 1

	Unit	Title	Length	Focus
FALL	1	The Writing Community	5 weeks	Build a caring writing community Get ideas for writing from read-alouds Practice basic conventions of writing (e.g., writing left to right and putting spaces between words)
	2	Getting Ideas	6 weeks	Generate ideas for writing from the students' own lives Talk with others to develop ideas Use a word wall to spell high-frequency words Approximate spelling using letter-sound relationships
WINTER	3	Telling More	4 weeks	Reread and add details to tell more Write on assigned and self-selected topics Explore sentence punctuation and capitalization
	4	Writing Stories About Me	4 weeks	Explore personal narrative by writing autobiographical stories Write stories with a beginning, middle, and end Informally revise to tell more Publish a story

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Sample Calendar for Grade 1 (continued)

					Unit	Title	Length	Focus
<b>SPRING</b>	5	Writing Nonfiction	3 weeks	<p>Explore expository (or informative) and functional (or explanatory) nonfiction</p> <p>Gather information for nonfiction writing through interviews and examining objects</p> <p>Write opening and closing sentences</p> <p>Explore writing questions</p> <p>Reread writing to make sure it makes sense</p>				
	6	Exploring Words Through Poetry	3 weeks	<p>Generate lists of interesting movement words and sound words</p> <p>Explore figurative language</p> <p>Write poems about things that make noise, the weather, and objects in the classroom</p>				
	7	Opinion Writing	2 weeks	<p>Hear and discuss examples of opinion writing</p> <p>Explore clearly stating an opinion and supporting it with reasons</p> <p>Write closing sentences</p> <p>Publish an opinion piece</p>				
	8	Revisiting the Writing Community	1 week	<p>Reflect on growth as writers and community members</p> <p>Plan for summer writing</p>				

# UNIT 1: THE WRITING COMMUNITY

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	<b>Getting Ideas for Writing Stories:</b> <i>Things I Like</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Generating ideas for stories about things they like to do</li> <li>Writing ideas about things they like to do</li> <li>Writing freely</li> </ul>	<b>Writing Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing stories about things they like to do</li> </ul>	<b>Rereading and Adding</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Rereading their writing</li> <li>Relating illustrations to writing</li> <li>Adding to illustrations and stories</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sharing stories and getting to know one another</li> <li>Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing more about things they like to do</li> <li>Creating a name chart and drawing self-portraits</li> <li>Sharing writing and writing freely</li> </ul>
Week 2	<b>Getting Ideas for Writing:</b> <i>Farmer Duck</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Practicing writing “I help when I” sentences</li> <li>Writing from left to right</li> <li>Leaving spaces between words</li> <li>Writing freely</li> </ul>	<b>Writing Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing and illustrating stories about helping</li> </ul>	<b>Rereading and Adding</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Rereading their writing</li> <li>Relating illustrations to writing</li> <li>Visualizing and adding to illustrations and stories</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sharing stories and getting to know one another</li> <li>Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing more about ways they help</li> <li>Writing opinions about <i>Farmer Duck</i></li> <li>Writing animal-sound sentences</li> <li>Sharing writing and writing freely</li> </ul>
Week 3	<b>Getting Ideas for Writing:</b> <i>All by Myself</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Learning “Turn to Your Partner”</li> <li>Practicing writing “I can” sentences</li> <li>Punctuating sentences</li> <li>Writing freely</li> </ul>	<b>Writing Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing and illustrating stories about things they can do</li> </ul>	<b>Rereading and Adding</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Rereading their writing</li> <li>Relating illustrations to writing</li> <li>Visualizing and adding to illustrations and stories</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sharing stories and getting to know one another</li> <li>Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing <i>All by Myself</i> books</li> <li>Reading and writing about another Little Critter book</li> <li>Sharing writing and writing freely</li> </ul>
Week 4	<b>Getting Ideas for Writing:</b> <i>When I Grow Up . . .</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Practicing writing “I want to be” sentences</li> <li>Punctuating sentences</li> <li>Writing freely</li> </ul>	<b>Writing Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing and illustrating stories about what they want to be when they grow up</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sharing stories and getting to know one another</li> <li>Writing freely</li> </ul>	<b>More Writing Practice</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Choosing a topic and writing about it</li> <li>Sharing stories and getting to know one another</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Talking and writing about kindness</li> <li>Writing more about what they want to be</li> <li>Writing opinions about <i>When I Grow Up . . .</i></li> <li>Writing independently</li> </ul>
Week 5	<b>Getting Ideas for Writing:</b> <i>When I Was Five</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Practicing writing “My friend and I like to” sentences</li> <li>Punctuating sentences</li> <li>Writing freely</li> </ul>	<b>Writing Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing and illustrating friend stories</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sharing stories and getting to know one another</li> <li>Writing freely</li> </ul>	<b>More Writing Practice</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Choosing a topic and writing about it</li> <li>Sharing stories and getting to know one another</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing stories about when they were younger</li> <li>Writing and illustrating more friend stories</li> <li>Adding to the model story</li> <li>Writing independently</li> </ul>

# UNIT 2: GETTING IDEAS

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	<b>Getting Ideas for Writing:</b> <i>I Love Animals</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Learning “Think, Pair, Share”</li> <li>▪ Practicing writing “I love _____ because” sentences</li> <li>▪ Writing freely</li> </ul>	<b>Writing Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Contributing to a shared story</li> <li>▪ Telling stories orally before writing</li> <li>▪ Writing and illustrating “I love _____ because” stories</li> </ul>	<b>Rereading and Adding to Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Rereading writing</li> <li>▪ Relating illustrations to writing</li> <li>▪ Adding to illustrations</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Sharing stories</li> <li>▪ Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>▪ Writing opinions about animals they love</li> <li>▪ Writing other “I love _____ because” stories</li> <li>▪ Writing about things animals do</li> </ul>
Week 2	<b>Getting Ideas and Writing a Shared Story:</b> <i>Chinatown</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Generating ideas about special places</li> <li>▪ Contributing to a shared story</li> <li>▪ Learning to use the word wall</li> <li>▪ Writing freely</li> </ul>	<b>Writing Stories and Sharing in Pairs</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Telling, writing, and illustrating stories about special places</li> <li>▪ Practicing using the word wall</li> </ul>	<b>Rereading and Adding to Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Exploring sound words</li> <li>▪ Rereading writing</li> <li>▪ Adding sound words to stories</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Sharing stories</li> <li>▪ Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>▪ Writing more stories about special places</li> <li>▪ Publish this week’s story informally and write dedications</li> <li>▪ Sharing and writing freely</li> </ul>
Week 3	<b>Getting Ideas and Writing a Shared Story:</b> <i>Daddy Calls Me Man</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Generating ideas about family members</li> <li>▪ Contributing to a shared story</li> <li>▪ Approximating spelling using letter-sound relationships</li> <li>▪ Writing freely</li> </ul>	<b>Writing Stories and Sharing in Pairs</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Telling, writing, and illustrating stories about family members</li> <li>▪ Approximating spelling</li> <li>▪ Adding to and using the word wall</li> </ul>	<b>Rereading and Adding to Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Exploring details about people</li> <li>▪ Rereading writing</li> <li>▪ Adding details to stories</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>▪ Learning the prompt “I found out . . .”</li> <li>▪ Sharing stories</li> <li>▪ Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>▪ Making connections to <i>Daddy Calls Me Man</i></li> <li>▪ Writing books about their families</li> <li>▪ Sharing and writing freely</li> </ul>

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# UNIT 2: GETTING IDEAS *(continued)*

	Day 1	Day 2	Day 3	Day 4	Open Day
<b>Week 4</b>	<b>Getting Ideas and Writing a Shared Story:</b> <i>Growing Vegetable Soup</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Generating ideas about family activities</li> <li>Contributing to a shared story</li> <li>Approximating spelling</li> <li>Writing freely</li> </ul>	<b>Writing Stories and Sharing in Pairs</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Telling, writing, and illustrating stories about family activities</li> <li>Approximating spelling</li> <li>Adding to and using the word wall</li> </ul>	<b>Rereading and Adding to Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring labels in illustrations</li> <li>Rereading writing</li> <li>Adding labels to illustrations</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Learning the prompt "I like your story because . . ."</li> <li>Sharing stories</li> <li>Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing books about family activities</li> <li>Writing labels in pictures</li> <li>Writing a soup recipe as a class</li> <li>Sharing and writing freely</li> </ul>
<b>Week 5</b>	<b>Getting Ideas and Writing a Shared Story:</b> <i>Knuffle Bunny</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Generating ideas about things that make them sad or mad</li> <li>Contributing to a shared story</li> <li>Approximating spelling</li> <li>Writing freely</li> </ul>	<b>Writing Stories and Sharing in Pairs</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Telling, writing, and illustrating stories about things that make them sad or mad</li> <li>Approximating spelling</li> <li>Adding to and using the word wall</li> </ul>	<b>Rereading and Adding to Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring speech bubbles in illustrations</li> <li>Rereading writing</li> <li>Adding speech bubbles to illustrations</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using prompts to express interest in one another's writing</li> <li>Sharing stories</li> <li>Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing more stories about things that make them sad or mad</li> <li>Writing about things that make them happy</li> <li>Adding speech bubbles to earlier illustrations</li> <li>Sharing and writing freely</li> </ul>
<b>Week 6</b>	<b>Getting Ideas and Writing a Shared Story:</b> <i>Mouse Views</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Generating ideas for stories by observing the classroom</li> <li>Contributing to a shared story</li> <li>Approximating spelling</li> <li>Writing freely</li> </ul>	<b>Writing Stories and Sharing in Pairs</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Telling, writing, and illustrating stories about something observed in the classroom</li> <li>Approximating spelling</li> <li>Adding to and using the word wall</li> </ul>	<b>Getting Ideas and Writing Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Telling, writing, and illustrating stories about something observed outside the classroom</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using prompts to express interest in one another's writing</li> <li>Sharing stories</li> <li>Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing about their favorite books</li> <li>Writing about something else observed at school</li> <li>Reviewing notebook writing</li> </ul>

# UNIT 3: TELLING MORE

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	<b>Thinking Before Writing Focus:</b> <ul style="list-style-type: none"> <li>Contributing to a shared story</li> <li>Visualizing and writing about a fun time</li> <li>Approximating spelling and using the word wall</li> </ul>	<b>Rereading and Telling More Focus:</b> <ul style="list-style-type: none"> <li>Adding to a shared story</li> <li>Rereading and adding to writing</li> <li>Capitalizing proper nouns</li> </ul>	<b>Thinking Before Writing Focus:</b> <ul style="list-style-type: none"> <li>Contributing to a shared story</li> <li>Visualizing and writing about a time that was not fun</li> <li>Approximating spelling and using the word wall</li> </ul>	<b>Rereading and Telling More Focus:</b> <ul style="list-style-type: none"> <li>Adding to a shared story</li> <li>Rereading and adding to writing</li> <li>Capitalizing proper nouns</li> </ul>	<b>Writing Throughout the Week Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing more about fun or not-fun times</li> <li>Adding to earlier stories</li> <li>Writing freely</li> </ul>
Week 2	<b>Thinking Before Writing Focus:</b> <ul style="list-style-type: none"> <li>Contributing to a shared story</li> <li>Writing a story about a fantasy field trip</li> <li>Approximating spelling and using the word wall</li> </ul>	<b>Rereading and Telling More Focus:</b> <ul style="list-style-type: none"> <li>Adding to a shared story</li> <li>Rereading and adding to writing</li> <li>Capitalizing proper nouns</li> </ul>	<b>Thinking Before Writing Focus:</b> <ul style="list-style-type: none"> <li>Contributing to a shared story</li> <li>Writing about an imaginary class pet</li> <li>Approximating spelling and using the word wall</li> </ul>	<b>Rereading and Telling More Focus:</b> <ul style="list-style-type: none"> <li>Adding to a shared story</li> <li>Rereading and adding to writing</li> <li>Capitalizing proper nouns</li> </ul>	<b>Writing Throughout the Week Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing more about fantasy field trips</li> <li>Writing partner stories</li> <li>Writing silly stories about the class</li> </ul>
Week 3	<b>Getting Ideas and Writing Stories: <i>Wait and See</i></b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Generating ideas and writing about wishes</li> <li>Capitalizing proper nouns</li> </ul>	<b>Telling More and Sharing in Pairs Focus:</b> <ul style="list-style-type: none"> <li>Contributing to a shared story</li> <li>Adding to stories</li> <li>Learning the prompt “I want to know . . .”</li> </ul>	<b>Rereading and Telling More Focus:</b> <ul style="list-style-type: none"> <li>Learning how an author tells more</li> <li>Adding to a shared story</li> <li>Rereading and telling more</li> </ul>	<b>Sharing as a Community Focus:</b> <ul style="list-style-type: none"> <li>Sharing stories from the Author’s Chair</li> <li>Practicing the prompt “I want to know . . .”</li> <li>Writing freely</li> </ul>	<b>Writing Throughout the Week Writing Ideas:</b> <ul style="list-style-type: none"> <li>Reading and writing about another book by Robert Munsch</li> <li>Writing opinions about <i>Wait and See</i></li> <li>Sharing from the Author’s Chair and writing freely</li> </ul>
Week 4	<b>Getting Ideas and Writing Stories: <i>Sheep on a Ship</i></b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Generating ideas and writing a silly animal story or about any other topic</li> </ul>	<b>Sharing in Pairs and Telling More Focus:</b> <ul style="list-style-type: none"> <li>Adding to stories</li> <li>Practicing the prompt “I want to know . . .”</li> </ul>	<b>Rereading and Telling More Focus:</b> <ul style="list-style-type: none"> <li>Learning how an author tells more</li> <li>Rereading and telling more</li> </ul>	<b>Sharing as a Community Focus:</b> <ul style="list-style-type: none"> <li>Sharing stories from the Author’s Chair</li> <li>Using the prompts “I found out . . .,” “I like your story because . . .,” and “I want to know . . .”</li> <li>Writing freely</li> </ul>	<b>Writing Throughout the Week Writing Ideas:</b> <ul style="list-style-type: none"> <li>Reading and writing about other books by Nancy Shaw</li> <li>Writing book reviews of <i>Sheep on a Ship</i></li> <li>Sharing from the Author’s Chair and writing freely</li> </ul>

# UNIT 4: WRITING STORIES ABOUT ME

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	<b>Hearing and Telling Stories:</b> <i>The Snowy Day</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring the beginning, middle, and end of a story</li> <li>Telling personal stories about fun days</li> <li>Writing freely</li> </ul>	<b>Hearing and Telling Stories:</b> <i>Chrysanthemum</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring the beginning, middle, and end of a story</li> <li>Telling personal stories about school</li> <li>Writing freely</li> </ul>	<b>Writing Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing stories with a beginning, middle, and end</li> <li>Capitalizing proper nouns</li> </ul>	<b>Rereading and Telling More</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Rereading and adding to the beginning, middle, and end of stories</li> <li>Using exclamation points</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing opinions about <i>Chrysanthemum</i></li> <li>Writing another story with a beginning, middle, and end</li> <li>Exploring temporal words in <i>The Snowy Day</i></li> </ul>
Week 2	<b>Writing Stories</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using "Feelings" cards to write stories</li> <li>Writing stories with a beginning, middle, and end</li> </ul>	<b>Rereading and Telling More</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Rereading and adding to the beginning, middle, and end of stories</li> <li>Using exclamation points and capitalizing proper nouns</li> </ul>	<b>Writing Stories:</b> <i>Best Friends Sleep Over</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring feelings in a story</li> <li>Telling and writing stories with a beginning, middle, and end</li> </ul>	<b>Rereading and Telling More</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Rereading and adding feelings to the beginning, middle, and end of stories</li> <li>Using exclamation points and capitalizing proper nouns</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Making "Feelings" cards and using them to write stories</li> <li>Writing about doing something for the first time</li> <li>Sharing from the Author's Chair and writing freely</li> </ul>
Week 3	<b>Writing Stories:</b> <i>Down the Road</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring feelings in a story</li> <li>Telling and writing stories with a beginning, middle, and end</li> </ul>	<b>Rereading and Telling More</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Rereading and adding feelings to the beginning, middle, and end of stories</li> <li>Using exclamation points and capitalizing proper nouns</li> </ul>	<b>Choosing Stories and Telling More</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Choosing stories to publish for the class</li> <li>Adding to stories</li> </ul>	<b>Sharing in Pairs and Illustrating</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using the prompt "I want to know . . ." in pairs</li> <li>Adding to and illustrating stories</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing book reviews</li> <li>Writing more about times the students felt grown up</li> <li>Reviewing notebook writing</li> </ul>
Week 4	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Proofreading for spelling and punctuation</li> <li>Finishing illustrations</li> </ul>	<b>Making Book Covers</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring features of book covers</li> <li>Making book covers</li> <li>Sharing materials fairly</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sharing stories from the Author's Chair</li> <li>Using prompts to give feedback</li> <li>Writing freely</li> </ul>	<b>Sharing as a Community</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sharing stories from the Author's Chair</li> <li>Reflecting on similarities and differences</li> <li>Writing freely</li> </ul>	<b>Writing Throughout the Week</b> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Writing "round robin" stories</li> <li>Writing book dedications</li> <li>Sharing from the Author's Chair and writing freely</li> </ul>

# UNIT 5: WRITING NONFICTION

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	<p><b>Exploring Nonfiction:</b> <i>Bee</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Exploring nonfiction books in pairs</li> <li>▪ Making decisions together</li> <li>▪ Writing freely</li> </ul>	<p><b>Exploring Nonfiction:</b> Meet my neighbor, the dentist</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Generating and writing facts about themselves</li> </ul>	<p><b>Exploring Nonfiction</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Generating and writing facts about the class</li> </ul>	<p><b>Exploring Nonfiction</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Generating and writing facts about a place in the school</li> </ul>	<p><b>Writing Throughout the Week</b></p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>▪ Writing facts about people who work at the school</li> <li>▪ Reading more from <i>Bee</i> and writing facts about bees</li> <li>▪ Writing freely</li> </ul>
Week 2	<p><b>Exploring Nonfiction</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Interviewing and writing facts about their partners</li> <li>▪ Writing opening sentences</li> <li>▪ Exploring the use of question marks</li> </ul>	<p><b>Exploring Nonfiction</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Interviewing and writing more facts about their partners</li> <li>▪ Exploring the use of question marks</li> <li>▪ Writing closing sentences</li> </ul>	<p><b>Proofreading and Publishing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Proofreading for punctuation and spelling</li> <li>▪ Making book covers</li> </ul>	<p><b>Publishing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Sharing writing in pairs from the Author's Chairs</li> <li>▪ Using prompts to express interest in one another's writing</li> <li>▪ Writing freely</li> </ul>	<p><b>Writing Throughout the Week</b></p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>▪ Interviewing and writing books about other classmates</li> <li>▪ Writing interview questions for family members</li> <li>▪ Sharing from the Author's Chairs and writing freely</li> </ul>
Week 3	<p><b>Exploring Nonfiction:</b> <i>Fire Trucks</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Contributing to shared writing</li> <li>▪ Writing freely</li> </ul>	<p><b>Exploring Nonfiction</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Examining and generating facts about objects</li> <li>▪ Writing opening sentences</li> <li>▪ Writing about objects</li> </ul>	<p><b>Exploring Nonfiction</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Visualizing about objects</li> <li>▪ Writing about objects</li> <li>▪ Rereading and telling more</li> <li>▪ Writing closing sentences</li> </ul>	<p><b>Proofreading and Publishing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Proofreading for punctuation and spelling</li> <li>▪ Making book covers</li> <li>▪ Sharing writing from the Author's Chair</li> </ul>	<p><b>Writing Throughout the Week</b></p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>▪ Writing more about objects</li> <li>▪ Writing opinions of fiction and nonfiction</li> <li>▪ Sharing from the Author's Chair and writing freely</li> </ul>

# UNIT 6: EXPLORING WORDS THROUGH POETRY

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	<p><b>Exploring Poems and Words:</b> “Cat,” “My Puppy,” “Jump or Jiggle”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Visualizing and acting out poems</li> <li>Exploring movement words</li> <li>Writing freely</li> </ul>	<p><b>Exploring Poems and Words:</b> “Lessie,” “Swimming”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Visualizing and acting out poems</li> <li>Exploring movement words</li> <li>Contributing to a shared poem</li> <li>Writing freely</li> </ul>	<p><b>Exploring Poems and Words:</b> “Rope Rhyme”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Visualizing and acting out poems</li> <li>Exploring movement words</li> <li>Contributing to a shared poem</li> <li>Writing freely</li> </ul>	<p><b>Writing Poems:</b> “Hide-and-Seek Shadow,” “Swinging”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Visualizing and acting out poems</li> <li>Exploring movement words</li> <li>Writing poems about recess</li> <li>Sharing favorite lines</li> </ul>	<p><b>Writing Throughout the Week</b></p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>Writing animal movement poems</li> <li>Writing “round robin” poems</li> <li>Writing freely</li> </ul>
Week 2	<p><b>Exploring Poems and Words:</b> “Riding on the Train,” “Ears Hear”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Exploring sound words</li> <li>Contributing to a shared poem</li> <li>Writing freely</li> </ul>	<p><b>Writing Poems:</b> “Our Washing Machine”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Exploring sound words</li> <li>Writing poems about objects that make sounds</li> </ul>	<p><b>Exploring Poems and Words:</b> “Showers,” “To Walk in Warm Rain”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Exploring sound words</li> <li>Contributing to a shared poem</li> <li>Writing freely</li> </ul>	<p><b>Writing Poems:</b> “The March Wind”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Exploring movement and sound words</li> <li>Exploring figurative language</li> <li>Writing poems about weather</li> <li>Sharing favorite lines</li> </ul>	<p><b>Writing Throughout the Week</b></p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>Exploring playground poems in the style of “Riding on the Train”</li> <li>Writing poems to music</li> <li>Writing freely</li> </ul>
Week 3	<p><b>Writing Poems:</b> “Sleeping Bag”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Exploring figurative language</li> <li>Generating ideas about a stapler</li> <li>Contributing to a shared poem</li> <li>Writing poems about objects in the classroom</li> </ul>	<p><b>Writing Poems:</b> “First Snow,” “Umbrellas”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Exploring figurative language</li> <li>Generating similes about a marker</li> <li>Writing poems about objects in the classroom</li> </ul>	<p><b>Choosing and Reading Poems Aloud</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Choosing poems for a class book</li> <li>Visualizing to make sense of poems</li> <li>Practicing reading poems aloud</li> <li>Writing freely</li> </ul>	<p><b>Publishing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Sharing poems from the Author’s Chair</li> <li>Using the prompt “I imagined . . .”</li> <li>Writing freely</li> </ul>	<p><b>Writing Throughout the Week</b></p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>Making connections between “Jump or Jiggle” and “Ears Hear”</li> <li>Writing acrostic poems</li> <li>Writing poems about special places</li> <li>Sharing from the Author’s Chair and writing freely</li> </ul>

# UNIT 7: OPINION WRITING

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	<p><b>Exploring Opinion Writing:</b> "Vegetables"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning what an opinion is</li> <li>▪ Hearing and discussing an author's opinion</li> <li>▪ Writing and drawing freely</li> </ul>	<p><b>Exploring Opinion Writing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Generating opinions about the best foods</li> <li>▪ Writing opinion pieces stating their opinions</li> <li>▪ Giving reasons to support opinions</li> <li>▪ Exploring closing sentences</li> </ul>	<p><b>Exploring Opinion Writing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Generating opinions about the worst foods</li> <li>▪ Writing opinion pieces stating their opinions</li> <li>▪ Giving reasons to support opinions</li> <li>▪ Exploring closing sentences</li> </ul>	<p><b>Proofreading and Publishing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Proofreading for punctuation and spelling</li> <li>▪ Sharing writing from the Author's Chair</li> <li>▪ Writing and drawing freely</li> </ul>	<p><b>Writing Throughout the Week</b></p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>▪ Writing a shared poem that expresses an opinion</li> <li>▪ Writing opinion pieces about weather</li> <li>▪ Publishing this week's pieces informally and writing blurbs</li> </ul>
Week 2	<p><b>Exploring Opinion Writing:</b> <i>Reading Makes You Feel Good</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Identifying and discussing opinions</li> <li>▪ Generating opinions about school activities that make them feel good</li> <li>▪ Writing opinion pieces stating their opinions and providing reasons to support their thinking</li> <li>▪ Exploring closing sentences</li> </ul>	<p><b>Exploring Opinion Writing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Identifying and discussing opinions</li> <li>▪ Generating opinions about other activities that make them feel good</li> <li>▪ Writing opinion pieces stating their opinions and providing reasons to support their thinking</li> <li>▪ Exploring closing sentences</li> </ul>	<p><b>Proofreading</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Proofreading for punctuation and spelling</li> <li>▪ Making book covers</li> </ul>	<p><b>Publishing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Sharing writing from the Author's Chair</li> <li>▪ Using prompts to express interest in one another's writing</li> <li>▪ Writing freely</li> </ul>	<p><b>Writing Throughout the Week</b></p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>▪ Writing toy reviews</li> <li>▪ Writing opinion letters about <i>Reading Makes You Feel Good</i></li> <li>▪ Sharing from the Author's Chair and writing freely</li> </ul>

# UNIT 8: REVISITING THE WRITING COMMUNITY

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	<p><b>Reflecting on Writing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Discussing what they liked about the writing lessons</li> <li>▪ Writing about the writing lessons</li> <li>▪ Sharing their writing from the Author's Chair</li> </ul>	<p><b>Reflecting on Writing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reading their writing and picking favorite pieces</li> <li>▪ Reflecting on how their writing has changed</li> <li>▪ Sharing their writing from the Author's Chair</li> </ul>	<p><b>Planning for Summer Writing</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Discussing what they might write about this summer</li> <li>▪ Writing lists of summer writing ideas in their summer writing books</li> <li>▪ Sharing their lists of summer writing ideas</li> </ul>	<p><b>Reflecting on Community</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Discussing how they worked well together</li> <li>▪ Writing a shared letter to next year's class about how to work well together</li> </ul>	<p><b>Writing Throughout the Week</b></p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>▪ Writing about first grade</li> <li>▪ Writing letters to second-grade teachers</li> <li>▪ Writing in summer writing books</li> <li>▪ Sharing from the Author's Chair and writing freely</li> </ul>

## Grade 1 Skills Correlation to *Being a Writer*

SKILL PRACTICE TEACHING GUIDE LESSON	Unit in the Core <i>Being a Writer</i> Teacher's Manual						
	UNIT 2 GETTING IDEAS	UNIT 3 TELLING MORE	UNIT 4 WRITING STORIES ABOUT ME	UNIT 5 WRITING NONFICTION	UNIT 6 EXPLORING WORDS THROUGH POETRY	UNIT 7 OPINION WRITING	UNIT 8 REVISITING THE WRITING COMMUNITY
Lesson 1, Complete Sentences	Week 1 <input type="checkbox"/>	Week 2 <input type="checkbox"/>					
Lesson 2, Singular Nouns						Week 1 <input type="checkbox"/>	
Lesson 3, Plural Nouns						Week 1 <input type="checkbox"/>	
Lesson 4, Verbs	Week 4 <input type="checkbox"/>				Week 1 <input type="checkbox"/>		
Lesson 5, Using Nouns and Verbs in Sentences	Week 3 <input type="checkbox"/>			Week 2 <input type="checkbox"/>	Week 1 <input type="checkbox"/>		
Lesson 6, Review							
Lesson 7, Declarative and Interrogative Sentences				Week 2 <input checked="" type="checkbox"/>			
Lesson 8, Common and Proper Nouns		Week 1 <input checked="" type="checkbox"/> Weeks 1 and 2 <input type="checkbox"/>					
Lesson 9, Present- and Past-tense Verbs		Week 1 <input type="checkbox"/>			Week 1 <input type="checkbox"/>		
Lesson 10, Future-tense Verbs							
Lesson 11, Exclamatory Sentences			Week 1 <input checked="" type="checkbox"/>				
Lesson 12, Review							
Lesson 13, Imperative Sentences							
Lesson 14, Possessive Nouns							
Lesson 15, Adjectives					Week 1 <input type="checkbox"/>		
Lesson 16, Articles <i>A, An,</i> and <i>The</i>							
Lesson 17, Prepositions			Week 1 <input type="checkbox"/>				
Lesson 18, Review							
Lesson 19, Pronouns	Week 3 <input type="checkbox"/>	Week 1 <input type="checkbox"/>					
Lesson 20, Using <i>I/Me</i> and <i>We/Us</i>							
Lesson 21, Using <i>He/Him</i> and <i>She/Her</i>							

■ Instruction provided in the unit and Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

□ Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

(continues)

**Unit in the Core Being a Writer Teacher's Manual** (continued)

SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 2 GETTING IDEAS	UNIT 3 TELLING MORE	UNIT 4 WRITING STORIES ABOUT ME	UNIT 5 WRITING NONFICTION	UNIT 6 EXPLORING WORDS THROUGH POETRY	UNIT 7 OPINION WRITING	UNIT 8 REVISITING THE WRITING COMMUNITY
Lesson 22, Using <i>They/Them</i> and <i>It</i>							
Lesson 23, Possessive Pronouns							
Lesson 24, Using <i>This/That</i> and <i>These/Those</i>							
Lesson 25, Using <i>Anyone/Everyone</i> and <i>Anything/Everything</i>							
Lesson 26, Review							
Lesson 27, Commas and Capital Letters in Dates							
Lesson 28, Commas in a Series		Week 3 <input type="checkbox"/>		Week 3 <input type="checkbox"/>			
Lesson 29, Conjunctions and Commas in Compound Sentences			Week 2 <input type="checkbox"/>			Week 1 <input type="checkbox"/>	
Lesson 30, Review							

■ Instruction provided in the unit and Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

□ Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

## WRITING DEVELOPMENT ACROSS THE GRADES

The table below provides a snapshot of how learning in writing process, craft, and genre is developed over grades K–5.

Writing Process and Craft	K	1	2	3	4	5
Write daily for various purposes and audiences	■	■	■	■	■	■
Generate ideas for writing	■	■	■	■	■	■
Choose writing topics	■	■	■	■	■	■
Extend writing to tell more	■	■	■	■	■	■
Confer with the teacher	■	■	■	■	■	■
Reread writing for sense	■	■	■	■	■	■
Learn about conventions from published works	□	□	■	■	■	■
Publish pieces of writing	■	■	■	■	■	■
Read and share published pieces with the class	■	■	■	■	■	■
Write for sustained periods of time	■	■	■	■	■	■
Learn about elements of craft and/or genre from published works	■	■	■	■	■	■
Analyze writing for specific purposes (e.g., descriptive words, dialogue) and revise	□	■	■	■	■	■
Keep a writer’s notebook for ideas and drafts		□	■	■	■	■
Develop a relaxed, uninhibited attitude about writing	□	□	□	■	■	■
Cultivate creativity	□	□	□	■	■	■
Confer in pairs	□	□	■	■	■	■
Give and receive feedback	□	□	■	■	■	■
Proofread and edit for spelling	□	■	■	■	■	■
Proofread and edit for conventions (e.g., grammar, usage, punctuation)	□	■	■	■	■	■
Revise based on partner feedback	□	□	■	■	■	■

■ formally taught    □ informally experienced

The students learn and apply elements of the following genres:	K	1	2	3	4	5
Narrative Writing	Units 1-3	Unit 1; Unit 2, Weeks 3-6; Units 3-4	Units 1-3	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units
Expository Nonfiction (or Informative Writing)	Unit 4	Unit 5	Unit 4	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit
Opinion Writing*	Unit 6	Unit 7	Unit 6	Opinion Writing genre unit	Opinion Writing genre unit	Opinion Writing genre unit
Poetry	Unit 5	Unit 6	Unit 7	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit
Letter Writing**			Unit 5	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**
Functional Nonfiction (or Explanatory Writing)				Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit

\*Opinion writing is also taught in Writing About Reading activities.

\*\*Instruction in letter writing at grades 3-5 is available separately as supplemental writing genre units. Visit the Center for the Collaborative Classroom's website ([collaborativeclassroom.org](http://collaborativeclassroom.org)) for ordering information.

## DEVELOPMENT ACROSS THE GRADES

	Elements of Personal Narrative	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>Writing about true stories from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Visualizing story ideas</li> <li>Drawing and writing to tell a story</li> </ul>	<ul style="list-style-type: none"> <li>Using letters, words, or sentences to tell a story</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Writing about true stories from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Writing stories with beginning, middle, and end</li> <li>Including feelings in stories</li> <li>Exploring temporal words</li> <li>Exploring features of book covers</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing proper nouns</li> <li>Using exclamation points</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Writing about interesting events or topics from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Rereading and adding to writing</li> <li>Adding sight and sound words</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing beginnings of sentences</li> <li>Punctuating sentences</li> <li>Capitalizing proper nouns</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Writing about interesting events or topics from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory details</li> <li>Using temporal words and phrases</li> <li>Writing engaging openings</li> <li>Writing endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>then/than; your/you're</i>)</li> <li>Recognizing and correcting sentence fragments</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Writing about single events from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory details</li> <li>Using transitional words and phrases</li> <li>Writing engaging openings</li> <li>Writing endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>its/it's; to/too/two</i>)</li> <li>Recognizing and correcting sentence fragments</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Writing about significant experiences from students' own lives</li> <li>Exploring how those experiences resulted in learning or change</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory details</li> <li>Writing engaging openings</li> <li>Adding information about learning or change</li> <li>Writing endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>there/their/they're</i>)</li> <li>Maintaining consistency in verb tenses</li> <li>Recognizing and correcting sentence fragments</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

## DEVELOPMENT ACROSS THE GRADES

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>▪ Writing observations and facts about a topic</li> <li>▪ Exploring text features (e.g., tables of contents, labels)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generating questions</li> <li>▪ Conducting interviews to gather information about both a person in the school and a partner</li> <li>▪ Examining objects to determine facts about them</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring writing and punctuating sentences</li> <li>▪ Using question words</li> <li>▪ Approximating spelling</li> <li>▪ Using the word wall</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>▪ Exploring characteristics and features of nonfiction text (e.g., table of contents, chapters)</li> <li>▪ Writing facts, questions, and other true information</li> <li>▪ Writing about themselves, the class, a place in the school, partners, and favorite objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generating questions</li> <li>▪ Conducting interviews to gather information about partners</li> <li>▪ Examining objects to determine facts about them</li> <li>▪ Writing opening and closing sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capitalizing the beginnings of sentences and using ending punctuation</li> <li>▪ Using question marks</li> <li>▪ Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>▪ Writing questions, observations, notes, facts, and other true information</li> <li>▪ Exploring text features (e.g., tables of contents, glossaries, illustrations, and diagrams)</li> <li>▪ Participating in shared research about <i>polar regions</i> and selecting a topic to write about</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generating questions</li> <li>▪ Listening to short passages of text and reporting what was learned</li> <li>▪ Guided writing of brief notes about what was learned</li> <li>▪ Using temporal words</li> <li>▪ Writing opening and closing sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capitalizing the beginnings of sentences and using ending punctuation</li> <li>▪ Using question marks</li> <li>▪ Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>▪ Exploring Q&amp;A, ABC, and other nonfiction formats</li> <li>▪ Selecting an <i>animal</i> to research and write about</li> <li>▪ Exploring text features (e.g., tables of contents, illustrations, and captions)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Doing pre-research writing and generating questions</li> <li>▪ Identifying effective keywords for an Internet search</li> <li>▪ Taking notes and organizing information by subtopic</li> <li>▪ Employing facts, details, and definitions related to the topic</li> <li>▪ Using transitional words and phrases</li> <li>▪ Writing interesting introductions and endings</li> <li>▪ Writing tables of contents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizing and correcting run-on sentences</li> <li>▪ Recognizing and correcting sentence fragments</li> <li>▪ Proofreading for spelling, punctuation, and grammar</li> </ul>

(continues)

## DEVELOPMENT ACROSS THE GRADES *(continued)*

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade 4	<ul style="list-style-type: none"> <li>▪ Exploring Q&amp;A and other nonfiction formats</li> <li>▪ Selecting a <i>country</i> to research and write about</li> <li>▪ Exploring text features (e.g., maps and diagrams)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Doing pre-research writing and narrowing research focus</li> <li>▪ Identifying effective keywords for an Internet search</li> <li>▪ Taking notes and organizing information by subtopic</li> <li>▪ Employing facts and examples related to the topic</li> <li>▪ Using transitional words and phrases</li> <li>▪ Writing interesting introductions and endings</li> <li>▪ Writing author biography sections and tables of contents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capitalizing languages, religions, and holidays</li> <li>▪ Recognizing and correcting run-on sentences</li> <li>▪ Recognizing and correcting sentence fragments</li> <li>▪ Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>▪ Exploring different ways to communicate information</li> <li>▪ Selecting <i>any nonfiction topic</i> to research and write about</li> <li>▪ Exploring text features (e.g., sidebars and glossaries)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Doing pre-research writing and narrowing research focus</li> <li>▪ Identifying effective keywords for an Internet search</li> <li>▪ Taking notes and organizing information by subtopic</li> <li>▪ Employing facts and examples related to the topic</li> <li>▪ Using transitional words and phrases</li> <li>▪ Creating text features</li> <li>▪ Writing interesting introductions</li> <li>▪ Writing author biography sections and bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Citing resources</li> <li>▪ Recognizing and correcting run-on sentences</li> <li>▪ Recognizing and correcting sentence fragments</li> <li>▪ Proofreading for spelling, punctuation, and grammar</li> </ul>

## DEVELOPMENT ACROSS THE GRADES

	Elements of Poetry	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>Acting out and visualizing poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating shared lists of descriptive, movement, and color words</li> <li>Using descriptive language (movement, sound, and color words)</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling</li> <li>Using the word wall</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Exploring sound and imagery in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating lists of interesting sound and movement words</li> <li>Using figurative language (personification, metaphor, and simile)</li> <li>Using descriptive language (sound and movement words)</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling</li> <li>Using the word wall</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Exploring sound and imagery in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating lists of interesting and descriptive words</li> <li>Using figurative language (simile and metaphor)</li> <li>Using descriptive language (words that describe how things look and move)</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading for spelling</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using personification</li> <li>Exploring placement of words and letters on the page and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using simile and personification</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using rhythm and rhyme</li> <li>Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using metaphor, simile, and personification</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using rhythm and rhyme</li> <li>Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>

## DEVELOPMENT ACROSS THE GRADES

	Elements of Opinion Writing	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Exploring writing clear statements of opinion</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling</li> <li>Using the word wall</li> <li>Capitalizing the pronoun I</li> <li>Capitalizing sentences and using ending punctuation</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Exploring writing clear statements of opinion</li> <li>Exploring opening and closing sentences that state students' opinions</li> </ul>	<ul style="list-style-type: none"> <li>Using conjunctions to connect words, phrases, and sentences</li> <li>Proofreading for punctuation and spelling</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Writing about personal opinions, including persuasive letters</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for opinion writing</li> <li>Exploring writing clear statements of opinion</li> <li>Exploring opening and closing sentences that state students' opinions</li> <li>Using linking words to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing proper nouns</li> <li>Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose of opinion writing</li> <li>Writing clear statements of opinion</li> <li>Exploring clear, direct openings and conclusions that restate the opinion</li> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and correcting sentence fragments</li> <li>Using adjectives to make essays more persuasive</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> <li>Adding facts and details to reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose of opinion writing</li> <li>Writing clear statements of opinion</li> <li>Exploring strong openings and conclusions that restate the opinion</li> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and indenting paragraphs</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> <li>Adding facts and details to reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose of opinion writing</li> <li>Writing clear statements of opinion</li> <li>Exploring strong openings and conclusions that restate the opinion</li> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Placing commas after introductory words, phrases, and clauses</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

## DEVELOPMENT ACROSS THE GRADES

	Elements of Fiction	Writing Craft	Language Skills and Conventions
Grade 1	<ul style="list-style-type: none"> <li>Exploring imaginary topics and events</li> </ul>	<ul style="list-style-type: none"> <li>Adding details to writing and illustrations to help readers imagine what is happening in stories and to make them more interesting</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing first letter of sentences</li> <li>Using end punctuation</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Informally exploring character</li> <li>Exploring purely imaginary vs. realistic fiction</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive words</li> <li>Using dialogue</li> <li>Exploring features of published books (e.g., title page, dedication, author notes, back cover blurb)</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling of polysyllabic words</li> <li>Capitalizing / and proper nouns</li> <li>Using question marks and exclamation points</li> <li>Punctuating speech</li> <li>Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Developing characters using actions, description, speech, and thoughts</li> <li>Exploring settings</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey character</li> <li>Using temporal words and phrases to convey event order</li> <li>Writing endings that bring a story's events to a close</li> <li>Writing creative and effective titles</li> </ul>	<ul style="list-style-type: none"> <li>Using interesting verbs and adverbs</li> <li>Recognizing and correcting run-on sentences</li> <li>Punctuating speech</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Describing settings that work within a story</li> <li>Developing characters through speech and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey setting</li> <li>Using transitional words and phrases</li> <li>Writing endings that bring a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Using interesting adjectives</li> <li>Exploring first- and third-person points of view</li> <li>Punctuating speech</li> <li>Recognizing and correcting run-on sentences</li> <li>Punctuating for effect</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Developing interesting plots that make sense (e.g., imaginary vs. real events, messy situations)</li> <li>Continuing to develop characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey character and setting</li> <li>Using transitional words and phrases</li> <li>Connecting things that happen in the plot to what comes before and after</li> </ul>	<ul style="list-style-type: none"> <li>Using prepositions and prepositional phrases</li> <li>Exploring first- and third-person points of view</li> <li>Maintaining consistent verb tense</li> <li>Punctuating speech</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

## DEVELOPMENT ACROSS THE GRADES

	Elements of Letter Writing	Writing Craft	Language Skills and Conventions
Grade 2	<ul style="list-style-type: none"> <li>▪ Writing friendly letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying audience and purpose for letter writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Punctuating the parts of a letter</li> <li>▪ Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 3*	<ul style="list-style-type: none"> <li>▪ Writing friendly letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying audience, purpose, and tone for letter writing</li> <li>▪ Using conversational language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Punctuating the parts of a letter</li> <li>▪ Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>▪ Writing friendly letters and thank-you notes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying audience, purpose, and tone for letter writing</li> <li>▪ Adding sensory details</li> </ul>	<ul style="list-style-type: none"> <li>▪ Punctuating the parts of a letter</li> <li>▪ Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>▪ Writing informal and formal letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying audience, purpose, and tone for letter writing</li> <li>▪ Adding anecdotes and sensory details</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formatting and punctuating the parts of informal and formal letters</li> <li>▪ Proofreading for spelling, punctuation, and grammar</li> </ul>

\* Instruction in letter writing at grades 3–5 is available separately as supplemental writing genre units. Visit Center for the Collaborative Classroom's website ([collaborativeclassroom.org](http://collaborativeclassroom.org)) for ordering information.

## DEVELOPMENT ACROSS THE GRADES

	Elements of Functional Writing	Writing Craft	Language Skills and Conventions
Grade 3	<ul style="list-style-type: none"> <li>Writing directions for how to take care of something, draw something, and do a craft project</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for functional writing</li> <li>Checking directions for sequence, completeness, accuracy, and clarity</li> </ul>	<ul style="list-style-type: none"> <li>Using coordinating conjunctions, such as <i>and</i>, <i>but</i>, and <i>or</i></li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Writing directions for recipes, cartoon drawings, and games</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for functional writing</li> <li>Checking directions for sequence, completeness, accuracy, and clarity</li> </ul>	<ul style="list-style-type: none"> <li>Using modal auxiliaries, such as <i>can</i>, <i>may</i>, and <i>must</i></li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Writing directions for moving from one place in the classroom and school to another</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for functional writing</li> <li>Checking directions for completeness, accuracy, clarity, specific language, and details</li> </ul>	<ul style="list-style-type: none"> <li>Using correlative conjunctions, such as <i>either/or</i> and <i>both/and</i></li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

The table below gives an overview of some of the social goals of the program, the social skills taught in support of those goals, and the grade levels at which they are taught. Social skills are taught when developmentally appropriate; a skill that is formally taught in the primary grades will be reviewed and integrated in subsequent grades.

Examples of Social Goals	Examples of Skills Taught to Support the Goal	K	1	2	3	4	5
Students listen respectfully to the thinking of others and share their own.	Speak clearly.	■	■	■	□	□	□
	Listen to one another.	■	■	■	□	□	□
	Give their full attention to the person who is speaking.	■	■	■	□	□	□
	Share their partners' thinking with the class.	■	■	■	□	□	□
Students work in a responsible way.	Handle materials responsibly.	■	■	■	■	■	■
	Use Writing Time responsibly.	■	■	■	■	■	■
	Confer in pairs responsibly.			■	■	■	■
Students express interest in and appreciation for one another's writing.	Ask one another questions about their writing.	■	■	■	■	■	■
	Use the prompt "I found out" to express interest in one another's writing.	■	■	■			
Students make decisions and solve problems respectfully.	Discuss and solve problems that arise while working with others.	■	■	■	■	■	■
	Reach agreement before making decisions.	■	■	■	■	■	■
Students act in fair and caring ways.	Share materials fairly.	■	■	■	■	■	■
	Act considerately toward others.	■	■	■	■	■	■
Students help one another improve their writing.	Ask for and receive feedback about their writing.			■	■	■	■
	Give feedback in a helpful way.			■	■	■	■

■ goal formally taught □ goal reviewed and integrated